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Security, Reliance and Availability: Psychometric features of the Kerns' Security Scale in Hungarian population

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Background: This study examines the Kerns' Security Scale (KSS) that is a self-report questionnaire to assess school-age children's certain family-related experiences, and is widely used in the United States and in certain European countries. *Objectives:* The aim of the present investigation is to review the factor structure of the KSS in Hungarian population and to describe the characteristics of the scales in an Eastern-Central European country, as well as to check its external validity by the Child Depression Inventory, and to evaluate its feasibility in clinical practice and school psychology services. *Methods:* The sample consisted of 323 primary and secondary schools students (137 boys and 186 girls), aged 10–18 years. They completed the Kerns' Security Scale and the Child Depression Inventory. *Results:* statistical analysis has revealed that the items of the security questionnaire can be divided into three subscales, namely: Reliance, Availability, and Autonomy support. The mothers' subscale scores are higher than fathers' subscale scores (Reliance: $t = 7.1$, $p < .001$; Availability $t = 8.9$, $p < .001$; Autonomy support $t = 3.2$, $p < .01$). *Conclusion:* The results supported the three factor model of the KSS, and recommended to apply for clinical practice and in school psychology services.

Keywords: attachment, autonomy support, depression, preadolescence, perceived security

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1. Introduction

In recent years there has been growing interest in the study of attachment in middle childhood. The quality of the attachment relationship influences a number of aspects of childhood development, such as basic feelings of security, capacity for affect regulation, self-esteem, interpersonal skills, the ability to explore the world freely, as well as the quality of later parenting (Carlson & Sroufe, 1995). In secure attachment, children hold beliefs based on previous experience concerning the availability of the parents and reliance upon parents (Brumariu & Kerns, 2010). There is limited number of assessment methods available for measuring attachment security in the relationship of caregivers and children in mid- and late childhood, and the reliability of their factor structure is debated (Dwyer, 2005). In clinical practice, projective techniques, e.g. the modified Doll Story Completion Task (Granot & Mayseless, 2001), and semi-projective interview procedures (Target et al., 2003) are used as therapists need to evaluate the deeper structure of children's security and its developmental history. However, the screening of security-related disorders requires the application of reliable questionnaires in larger mid-childhood populations.

One of the most prominent self-report measurement tools of attachment behavior is the Kerns' Security Scale (KSS; Kerns, Aspelmeier, Gentzler, & Grabill, 2001) that contains one main factor. In a study by Lieberman et al. (1999) this security factor was divided into two subscales, labeled as *Availability* and *Dependence*, but in psychology praxis generally the one-factor model is used. To avoid the associations with traits, Kerns et al. (2006) suggested renaming the *Dependence* subscale to *Reliance* (on the attachment figure). The KSS can be used to assess perceived attachment security both across childhood and adolescence (van Ryzin & Leve, 2012). Children who experience that their father and mother provide security are significantly more accepted by peers, have more reciprocated friendships, and are more responsive and less critical with their close friends (Kerns, 2008). When in middle childhood children gradually leave the dependent position in the family, they carry with them the represented security feelings and the notion that they are respected and loved, while they are afield, consequently they can receive help if they lay claim of it (Lieberman et al., 1999).

A large number of studies tested the validity and reliability of the KSS in different cultures, age groups, and under stress conditions, both clinical and community settings (Granot & Mayseless, 2001; Kern 2008; Sümer & Anafarta Şendağ, 2009; Verschueren & Marcoen, 2002). The internal consistency of the KSS is high for both mothers and fathers, with Cronbach's alpha coefficient ranging from .64 to .93 (Al-Yagon, 2011; Granot & Mayseless, 2001; Guttmann-Steinmettz et al., 2011; Lieberman, Doyle &

Markiewicz, 1999). Test-retest reliability was found to be 75 (Brumariu & Kerns, 2010), but the stability of subscales' structure depends on the tested age-groups and cultures (Kerns et al., 2006; Richaud de Minzi, 2006). Since detailed factor structure analysis has not yet been conducted to improve the application potential of the KSS, it is necessary to reexamine the structure of the measure across different ages and cultures on larger samples.

The Kerns' Security Scale has been translated to Dutch by Verschueren and Marcon (2002). They explicitly tested the one-factor model of the KSS, and found acceptable reliability scores for mothers and fathers. Later, the KSS has been translated to Spanish (Richaud de Minzi, 2006), Turkish (Sümer & Anafarta Şendağ, 2009), Hebrew (Granot & Mayseless, 2001) and Serbian (Langher, Kourkoutas, Scurci, & Tolve 2010) languages. Previous research has demonstrated good psychometric proprieties of the KSS. It has good internal consistency and test-retest reliability, and the security scores correlate with mothers' behavior and children's social and emotional adjustment (Kerns, Schlegelmich, Morgan, & Abraham, 2005).

The aim of this study is to check the psychometric features of the KSS in a Hungarian mid- and late childhood sample. As attachment security associates with depression (Goodman et al., 2011), children's depression values were tested, and they are used as external validity scores for the Kerns' Security Scales.

2. Method

2.1. Participants

Children were recruited from a large population of primary and secondary schools in Hungary. The children have a permission from their parents to participate in the examination. The data gathering was anonymous, the children have not received any reward for their activity. All participants have no perceptual deficiency and school performance below average. Altogether 418 children were invited in the study but 323 of them completed each required questionnaire. The children's age range was between 10–18 years, including 137 boys (mean ages: 14.3 years, SD = 2.2 years) and 186 girls (mean ages: 13.9 years, SD = 2.1 years). Both the children and their parents were informed on the process of the study and declared their active participation in questionnaire completion. The study was conducted according to the principles of the Declaration of Helsinki and approved by the Regional Research Ethics Committee of the University of Pécs Medical School (permission number: 4598).

2.2. Procedure

As part of a larger project, the children were asked to complete a package of questionnaires involving the Kern's Security Scale (KSS) in relation to their mother and father, and the Child Depression Inventory (CDI).

2.3. Measures

The *Kerns's Security Scale* (Kerns et al., 2001) is a self-report measure consisting of 15 items for the mother, and 15 items for the father that assess children's perceptions of a particular attachment relationship. In the current study, we aimed to assess children's perceptions of their attachment with their mother, and father, and the family's global security potential. The items were administered using Harter's format, in which children are presented information about two types of kids, and are asked to decide which one is most like them, and then to indicate whether they are *„really like"* or *„sort of like"* that type of kid. The questionnaire includes items such as *„some kids find it easier to trust their mom, but other kids are not sure if they can trust their mom."* Each item is scored from 1 to 4, from left to right, with a higher score representing greater security for mother and father, respectively. The original English version of the KSS contains two factors: *Reliance* (items: 1, 2, 3, 5, 6, 9, 12, 13, 15) and *Availability* (items: 4, 7, 8, 10, 11, 14). Items 1, 3, 4, 9, 10, 13, 15 should be scored conversely. The global family security score was defined by summing the scores of mother and father security values. The scale provides scores on a single, continuous dimension of security, based on the average of the item scores, with the average score ranging from 1–4. The text of the KSS was translated to Hungarian language by an expert psychologist, then retranslated to English. The final version of the items was supervised by Kathryn A. Kerns. (The Hungarian version of the KSS is attached in Appendix 1)

The *Child Depression Inventory* (CDI; Kovacs, 1985; Hungarian adaptation: Rózsa et al., 1999) is a 27-item, extensively applied clinical measure for the assessment of depressive symptoms of children and adolescents. The items cover an array of symptoms of childhood depression such as sadness, anhedonia, suicidal ideation, as well as sleep- and appetite disturbances. Each item refers to one symptom by presenting three choices, graded from 0 to 2 in the direction of increasing depression. The CDI total scores range from 0 to 54, 20 indicating clinical depression. The CDI Negative Mood, Ineffectiveness, Anhedonia and Interpersonal problem scales had good internal consistency values slightly above .60, except for Interpersonal Problems scale which shows poor internal consistency (.36) (Ivarsson, Svalander, & Litlere 2009). In Hungarian sample the Cronbach's alpha for

the CDI total score was .75 (Kriston, Pikó, & Kovács, 2012). In the present sample the Negative mood subscale (mean = 7.05, SD = 7.50, Cronbach's alpha = .94); Ineffectiveness subscale (mean = 2.12, SD = 1.67, Cronbach's alpha = .73); and Anhedonia subscale (mean = 1.59, SD = 1.7, Cronbach's alpha = .72) of the CDI were acceptable expecting the Interpersonal problems subscale (mean = 1.87, SD = 2.14, Cronbach's alpha = .60) wherein the internal consistency score was relatively low.

2.4. Data Analysis

Throughout this study, the Kerns' Security Scale for mother and father was analyzed separately. The factor structure was analyzed through a Principal Component Analysis (PCA) with Varimax rotation. Maximum likelihood confirmatory factor analyses (CFA) were conducted over the covariance matrices of the Kerns' Security Scale to test the hypothesized factor structures. The analyses were performed through the AMOS 7 statistical package (Arbuckle, 2006). The following goodness-of-fit indices were used to assess the degree of fit between the proposed model and the sample data: (a) the χ^2 statistic; (b) the comparative fit index (CFI); (c) the Tucker-Lewis nonnormed fit index (TLI); (d) the root mean square error of approximation (RMSEA); (e) the Akaike information criterion (AIC). A non-significant p value of χ^2 corresponds to an acceptable fit, or χ^2 divided by degrees of freedom should be two or lower. Given our relatively large sample, we did not rely on the formal chi-square test to evaluate model fit only, as it is known to produce excessive Type I error rates in large samples, while it is also unusual to obtain non-significant χ^2 values when performing CFAs on self-reported questionnaires (Marsh et al., 1988). CFI and TLI values greater than .95 suggest an acceptable fit (Hu & Bentler, 1999; Tabachnick & Fidell 2007). The Tucker-Lewis nonnormed fit index (Tucker & Lewis, 1973) measures the improved fit in a manner similar to the CFI, with an adjustment for the degrees of freedom in the model. For the RMSEA, a cut-off value ranging from .05 or lower indicates a good model fit and values up to .08 represent a moderate model fit (Schermelleh-Engel et al., 2003). The Akaike information criterion (Akaike, 1974) is also included. When two models are compared on this statistics, smaller values suggest a better fit.

Means, standard deviations, and Cronbach's alpha coefficients were calculated for each of the scales. The mother' and father' KSS factor scores were compared by paired sample t-test. Pearson's correlation was used to test the convergence between the Kerns' Security Scale and the Child Depression Inventory. In addition, basic statistical analyses were carried out with version 19.0 of the SPSS statistical software, in which significance was assumed with $p < .05$.

3. Results

3.1. Factor analysis of the Kerns' Security Scale

3.1.1. Exploratory Factor Analysis (EFA)

Separate principal component analyses (PCA) were performed for mother and father items. Three factors were extracted from mother items with the condition of eigenvalues greater than 1, which accounted for 59.41% of the variance. The eigenvalues for the three factors were 4.79, 2.66, and 1.45, respectively. Similarly, three factors were extracted from father items, which accounted for 63.97% of the variance. The eigenvalues for the three factors were 6.72, 1.80, and 1.07, respectively. The standardized factor loadings following Varimax rotation in a three-factor solution are presented in *Table 1*. All 15 items have similar factor loadings of mother and father evaluation, but item 6. autonomy, 12. personal respect, and 15. parent comforting have cross-loaded highly on two factors. Seven of 15 items allocated to the *Reliance* factor (1. trust, 3. easy to count, 4. enough time, 9. understanding, 10. sureness, 13. proximity seeking, 15. parent comforting). Four items (7. emotionally close, 8. feel loved, 11. parent availability, 14. parent helps) allocated to the *Availability* factor in mother evaluation, and 6 items (6. autonomy, 7. emotional close, 8. feel loved, 11. parent availability, 12. personal respect, 14. parent helps) in father evaluation. The third factor, labeled *Autonomy support*, consisted of 4 items (2. autonomy support, 5. share thoughts, 6. autonomy, 12. personal respect) in mother evaluation and 2 items (2. autonomy support, and 5. share thoughts) in father evaluation.

3.1.2. Confirmatory Factor Analysis (CFA)

Initially, a one-factor CFA model was tested for mother and father items. In this model, all parcels loaded on a single latent factor. All of the error terms were uncorrelated. This model showed poor global fit (*Table 2*). Subsequently, Lieberman et al. (1999) two-factor model was suggested. In this model the 15 items loaded on two factors that were identified as *Reliance* and *Availability*. Although this model manifested better fit than the one-factor model, overall it showed poor global model fit for mother and father items. The analysis of Model 3 has resulted significantly better fit compared to Model 2. The statistics for fit improvement between Model 2 and Model 3 are shown in *Table 2*. The general factor represents the overarching

construct, and each group factor represents one of the sub-constructs. The general factor influences all indicators. Each group factor influences only the indicators for a sub-construct. The bi-factor analysis is a form of confirmatory factor analysis originally introduced by Holzinger and Swinefold (1973). The bi-factor model has a general factor and a number of group factors. This bi-factor model showed an acceptable global fit between the proposed model and the data, where $\chi^2 = 262.64$, $p < .001$, $\chi^2/df = 3.502$, CFI = .936, TLI = .910, RMSEA = .077. Moreover, modification indices revealed significant error covariation between the following item pairs: item 6 and 13, item 6 and 15, item 12 and 14.

Table 1. Results of principal component analysis of the Kerns` Security Scale

	Mother			**Father**		
	I.	**II.**	**III.**	**I.**	**II.**	**III.**
Trust	.91			.86		
Autonomy support			.55			.84
Easy to count	.91			.87		
Enough time	.63			.59		
Share thoughts			.64			.64
Autonomy			.80		.58	.51
Emotionally close		.70			.71	
Feel loved		.75			.62	
Understanding	.74			.73		
Sureness	.88			.89		
Parent availability		.63			.74	
Personal respect		.51	.55		.52	.50
Proximity seeking	.71			.57		
Parent helps		.66			.76	
Parent comforting	.62		.45	.65		
Explained variance (%)	*28.76*	*16.15*	*14.50*	*29.24*	*22.62*	*12.11*

Note: Varimax rotation including factors with eigenvalues > 1) Loadings with absolute values of .40 or less are omitted.

Table 2. Goodness-of-Fit Statistics for Confirmatory Factor Analysis of 15 items

	Goodness/of/Fit Index						*Improvement*		
Models	χ^2	*df*	*CFI*	*TLI*	*RMSEA*	*AIC*	$\Delta\chi^2$	Δdf	*p*
Independence Model									
Mothers Fathers	1500.42 1771.45	105 105							
Model 1 (Single factor model)									
Mothers Fathers	604.00 506.86	90 90	.632 .750	.570 .708	.163 .147	664.00 566.86	896.42 1264.59	15 15	< .001 < .001
Model 2 (two factors)									
Mothers Fathers	422.52 401.38	89 89	.761 .813	.718 .779	.132 .128	484.52 463.38	181.48 105.48	1 1	< .001 < .001
Model 3 (three factors)									
Mothers Fathers	319.17 256.97	87 87	.834 .898	.799 .877	.111 .095	385.17 322.97	103.35 144.41	2 2	< .001 < .001
Bi-factor model									
Mothers **Fathers** Total sample	206.40 168.75 262.64	75 75 75	.906 .944 .936	.868 .921 .910	.090 .076 .077	296.40 258.75 352.64			

Each item of the Kerns' Security Scale was constrained to load simultaneously on the general factor and on the domain-specific dimension. *Figure 1* presents the item loadings on both the general factor and the domain-specific dimensions. All of the *Reliance* items loaded moderately (≥ .40) on their factor. As for the *Availability* items, 2 items (7, 14) of 4 loaded moderately on the *Availability* factor. Finally, as for the *Autonomy support* items, only 1 (item 5) of the 4 items loaded moderately on the *Autonomy support* factor. Overall, 10 of the 15 items loaded moderately on their designated specific dimensions. All items of the Kerns' Security Scale items were moderately associated with the general security dimension except for item 2.

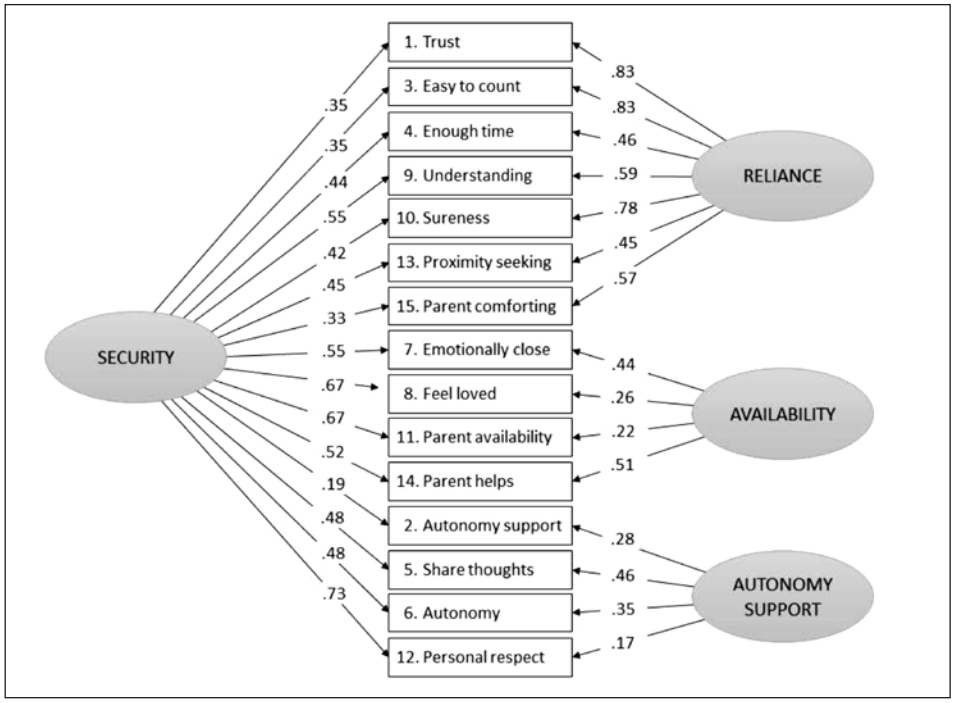

Figure 1. Three-factor model of Kerns' Security Scale containing reliance, availability, and autonomy support factors

3.2. Descriptive statistics and internal consistency

The mean scores and standard deviations and Cronbach's alpha coefficients for the Kerns' Security scales and subscales along with gender differences are shown in *Table 3*. The Cronbach's alpha coefficients varied from .65

(*Autonomy support*) to .91 (*Reliance*) for the mother's evaluation, and from .66 (*Autonomy support*) to .90 (*Reliance)* for the father evaluation based on the total sample, which demonstrates mostly an acceptable internal consistency. Lower alpha value can only be found in the *Autonomy support* scale. Comparing the perceived security capacity of the mother and the father, mothers' scores were higher in *Reliance*, *Availability* and *Autonomy support,* and the total security scores on the KSS (*Table 3*).

Table 3. Internal consistency reliabilities (Cronbach's α), means, standard deviations (SD), and differences evaluation for mother and father on the Kerns' Security Scale and subscales

Kerns` Security Scale and subscales	**Number of item**	**Cronbach's α**		**Mother**		**Father**		***t*** ***p <***
		Mother	**Father**	**Mean**	**SD**	**Mean**	**SD**	
Reliance	7	.91	.90	3.36	.83	3.07	.85	7.1 .001
Availability	4	.72	.80	2.15	.61	1.84	.84	8.9 .001
Autonomy	4	.65	.66	1.70	.73	1.86	.76	3.2 .01
Security Scale	15	.84	.89	3.31	.55	3.03	.68	5.8 .001

3.3. External validity of the Kerns' Security Scale and the CDI subscales

The correlation between KSS security and the CDI scores were analysed, and we found that security and depression total sores and factors correlations varies between -.23 and -.68 in both mothers' and fathers' evaluations. The results (see *Table 4*) indicate that lower security associates with higher depression values.

3.4. Age in association with factors scores

Considering the rapid cognitive and emotional changes in the school age population, we evaluated associations between age and factor scores. Correlation analyses revealed a negative weak association between age and the total security score for mother (r = -.27, p < .001), for father (r = -.27, p < .001). Similar association was found in the case of *Reliance* for mother (r =

-.31, $p < .001$) and for father ($r = -.28$, $p < .001$). Certain age effect can be detected in the *Availability* and *Autonomy support* factors, but only for fathers (Availability $r = -.15$, $p = .046$ and Autonomy support $r = -.17$, $p = .014$). For mothers, the association of age with Availability and Autonomy support factors cannot be detected (Availability $r = -.06$, $p = .714$, Autonomy support $r = -.09$, $p = .285$).

Table 4. The Kerns' Security Scale and subscales correlations with the Child Depression Inventory (CDI)

	Mother Father			
	Reliance	**Availability**	**Autonomy**	**Security**
Negative mood	-.66** -.53**	-.20** -.26**	-.16** -.15**	-.58** -.44**
Interpersonal problems	-.46** -.42**	-.17** -.25**	-.24** -.22**	-.46** -.39**
Ineffectiveness	-.35** -.37**	-.21** -.33**	-.26** -.31**	-.40** -.42**
Anhedonia	-.64** -.52**	-.18** -.27**	-.15** -.18**	-.56** -.44**
CDI Total	-.68** -.59**	-.23** -.34**	-.23** -.25**	-.64** -.55**

Note: $p < .01$**.

4. Discussion

Our data from the Hungarian sample has confirmed the basic assumption that the Kerns' Security Scale is a reliable test to assess children's parent-related perceived security. However, statistical analysis has revealed that the reliable main dimension can be divided into three subscales, namely: *Reliance*, *Availability*, and *Autonomy support.* Besides the two, formerly identified factors (*Reliance* and *Availability*) in our research a third, new factor was detected, which contains items 2, 5, 6 and 12. Items of the third factor address children's perceived acceptance of their autonomy intentions. Consequently, we suggest label the new factor as *Autonomy support*. Considering cultural diversity and the age differences in the demand of autonomy, the assessment potential of the third factor must be established through further examinations. Since the publications of the KSS in different languages no validity examination has been carried out, so the label and the interpretation of the affected items are hypothetical. Item 2: "*Some kids feel*

like their mom/dad butts in a lot when they are trying to do things, but other kids feel like their mom/dad lets them think on their own." In our view, this statement only partially refers to the dependent position of the children, as they seem to intend to behave as autonomous persons, and expect personal respect from their parents indicating that they require independent roles in the family system. Item 5: "*Some kids do not really like telling their mom/dad what they are thinking or feeling, but other kids like telling their mom/dad/ what they are thinking or feeling*". This sentence refers to a dyadic discourse, when two equal persons share their feelings, and children are considered as autonomous partners in this conversation. Item 6: "*Some kids do not really need their mom/dad for much, but other kids need their mom/dad for a lot of things*." Our interpretation the statement highlights the fact that parents can be treated as instruments, and are considered as one option, when children look for protection. Explaining the latent content of these statements, the third scale's items' statements symbolize a developmental action, as children intend to establish a certain autonomy from the family.

During factor analysis only one item's classification was debated. Item 12 loaded almost identically in two factors. Item 12: "*Some kids think that their mom/dad does not listen to them, but other kids do think their mom/dad listens to them*." In the face of the statistical evidence, item 12 can be treated as a relevant score in the security scale, but the label is yet pending between the *Reliance*, and *Autonomy support* scales. In the case of item 6 the interpretation is also debated, thus the *Autonomy support* factor involves only two stable items, item 2 and 5, and the discriminating power between *Reliance* and *Autonomy support* factors is limited in the case of item 6 and item 12. An adapted version of the Security Scale includes more items to assess autonomy support (Kerns et al., 2015).

The identification of the KSS factors may be different in different populations and cultures. *Reliance* and *Availability* have been detected in the Canadian, Spanish, and Dutch samples (Lieberman, Doyle, & Markiewcz 1999; Richaud de Minzi, 2006; Verschueren & Marcoen, 2002). The present analysis has supported the reliability of the *Reliance* and *Availability* factors. The first order factor's internal consistency proved to be excellent. From the *Reliance* factor we isolated a third one, labeled as *Autonomy support* that involves feelings of self-reliance, when children are assumed as individuals by the parents and they may consider themselves as autonomous persons with personal wishes, motivations and roles, respected by the parents and admitted when seeking reunion with their own families. Considering the present results, further examination is needed on this domain.

The interpretation and factor ordering of the items, especially in the *Autonomy support* scale may depend on sample characteristics. As revealed in the present study, age range may affect the examination results. The

conducted correlation analyses detected that older children perceive their parents' security providing potential lower than younger school age children. This tendency manifested in each subscale score of the KSS, except for mother scores on A*vailability* and *Autonomy support,* calling the attention of future examiners of the importance of the applied age-range of the assessed population. The convergence of the present sample offers only limited chance to control the age-related specificity of the factor stability. However, it was clearly demonstrated that child depression scores associated with children's perceived security in terms of both their mother and father. This result supports earlier findings reported by Duchesne & Ratelle (2014).

Our results underline the assumption that mothers' perceived security capacity is larger than fathers' (Kerns et al., 2015). This difference is detectable in all three factors. The correlation matrix of perceived security for mother and the father (*Table 4*) indicates that children tend to consider parents as a complete, unified family, and the feeling of security is shared between them. We suggest that these two factors' scores may be an indication for later self-esteem and self-regulation capacity.

In sum, the application of self-related scales in the clinical- and the community health centers is a basic requirement in the diagnostic process of children's symptomatology and in the detection of the hidden life-threatening risks. In most countries, care-provider systems tend to opt for short and reliable scales. Considering the present results with a large age-range Hungarian sample, it can be confirmed that the KSS is a reliable and valid assessment method for evaluating children's perceived security in terms of their mother and father. The two subscales, *Reliance* and *Availability* have good enough psychometric indicators to apply them for detailed analysis of the perceived security. The third subscale the *Autonomy support* scale requires further analyses with smaller age-range populations. Keeping these limitations in mind we support the use of the KSS as a screening test and exploration method to explicate the latent structure of the families' security forming capacity in different cultures.

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Division of labor

Barcsi, B. and Hollody, K.: study design, organization and recruitment; Török, I.: conduct of examination; Péley, B, and Dorn, K.: design, manuscript edition and introduction; Rózsa, S.: statistical analysis; Kerns, K. and Kállai, J.: theoretical background and design, text edition, control of investigation.

Conflict of Interests Statement

The authors have no conflict of interest to declare.

Appendix:

Kerns-féle Biztonság Skála (KSS)*

Tájékoztatás: Szeretnénk feltenni Neked néhány kérdést rólad és az anyukádról, valamint rólad és az apukádról. Minden állítás két különböző gyerektípusról szól, és szeretnénk tudni, hogy a kettő közül melyikhez hasonlítasz jobban.

Elsőként elmagyarázzuk Neked, hogyan működnek ezek az állítások egy példával.

Íme egy állítás, amire már válaszolt egy gyerek:

Nagyon igaz rám	**Kicsit igaz rám**	Vannak olyan gyerekek, akik szeretnek játszani az udvaron szabadidejükben.	**DE**	Más gyerekek szeretnek tévét nézni szabad-idejükben.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☒				☐	☐

1. Mielőtt válaszolsz, kérlek olvasd el figyelmesen mind a kettő mondatot. Ebben a példában a két mondat: „Vannak gyerekek, akik szeretnek játszani az udvaron szabadidejükben." és „Más gyerekek szeretnek tévét nézni szabadidejükben."

2. Döntsd el, hogy a bal oldali állításban (akik szeretnek játszani az udvaron), vagy a jobb oldali állításban (akik szeretnek tévét nézni) szereplő gyerekre hasonítasz jobban.

3. **Csak azt a mondatot nézd,** amelyik állítás gyerekeire jobban hasonlítasz.

4. Most azt döntsd el, hogy az a mondat, amit választottál **nagyon igaz rád vagy kicsit igaz rád, és ha választottál, tegyél egy x-et a megfelelő kis négyzetbe.**

FIGYELEM!

Csak egy kis négyzetbe tegyél x-et (abba, ami jobban igaz rád, amelyik jobban hasonlít rád)**, míg a másik kérdésre nem kell válaszolnod.**

A következő kérdések rólad és az anyukádról szólnak!

AN_1 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy könnyű megbízniuk az anyukájukban.	**DE**	Más gyerekek nem biztosak benne, hogy megbízhatnak az anyukájukban.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☐				☐	☐
AN_2 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy az anyukájuk sokszor beleszól a dolgukba, ha megpróbálnak önállóan csinálni valamit.	**DE**	Más gyerekek úgy érzik, az anyukájuk hagyja, hogy önállóan végezzék a dolgukat.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☐				☐	☐
AN_3 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy számíthatnak az anyukájukra, ha segítségre lenne szükségük.	**DE**	Más gyerekek úgy érzik, nem biztos, hogy számíthatnak az anyukájukra, ha segítségre lenne szükségük.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☐				☐	☐
AN_4 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy gondolják, hogy az anyukájuk elég időt tölt velük.	**DE**	Más gyerekek úgy gondolják, hogy az anyukájuk nem tölt elég időt velük.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☐				☐	☐
AN_5 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik nem szívesen beszélnek az anyukájukkal arról, hogy mit gondolnak, és mit éreznek.	**DE**	Más gyerekek szívesen osztják meg gondolataikat és érzéseiket az anyukájukkal.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_6 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy nem sok mindenben van szükségük az anyukájukra.	**DE**	Más gyerekek úgy érzik, sok mindenben van szükségük az anyukájukra.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_7 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy gondolják, hogy jó érzés lenne, ha érzelmileg közelebb tudnának kerülni az anyukájukhoz.	**DE**	Más gyerekek úgy gondolják, hogy érzelmileg éppen elég közel állnak az anyukájukhoz.	**Kicsit igaz rám**	**Nagyon igaz rám**
☐	☐				☐	☐
AN_8 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik tartanak attól, hogy az anyukájuk nem szereti őket igazán.	**DE**	Más gyerekek teljesen biztosak abban, hogy az anyukájuk igazán szereti őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_9 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy az anyukájuk megérti őket.	**DE**	Más gyerekek úgy érzik, hogy az anyukájuk nem igazán érti meg őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_10 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik biztosak benne, hogy az anyukájuk sosem hagyná el őket.	**DE**	Más gyerekek néha el tudják képzelni, hogy az anyukájuk esetleg elhagyja őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_11 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik tartanak attól, hogy az anyukájuk nem lesz mindig elérhető számukra, ha segítségre szorulnak.	**DE**	Más gyerekek teljesen biztosak abban, hogy az anyukájuk mindig elérhető lesz számukra, ha segítségére szorulnak.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_12 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy gondolják, hogy az anyukájuk nem mindig kellő figyelemmel hallgatja meg őket.	**DE**	Más gyerekek úgy gondolják, hogy az anyukájuk mindig figyelmesen meghallgatja őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_13 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik az anyukájukhoz fordulnak, ha valami bántja vagy felzaklatja őket.	**DE**	Más gyerekek nem fordulnak az anyukájukhoz, ha valami bántja vagy felzaklatja őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_14 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik szeretnék, ha az anyukájuk többet segítene nekik a problémáik megoldásában.	**DE**	Más gyerekek úgy gondolják, az anyukájuk éppen eleget segít nekik a problémáik megoldásában.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AN_15 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik jobban érzik magukat, ha az anyukájuk a közelben van.	**DE**	Más gyerekek nem érzik magukat jobban, ha az anyukájuk a közelben van.	**Kicsit igaz rám**	**Nagyon igaz rám**
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A következő kérdések rólad és az apukádról szólnak!

AP_1 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy könnyű megbízniuk az apukájukban.	**DE**	Más gyerekek nem biztosak benne, hogy megbízhatnak az apukájukban.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_2 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy az apukájuk sokszor beleszól a dolgukba, ha megpróbálnak önállóan csinálni valamit.	**DE**	Más gyerekek úgy érzik, az apukájuk hagyja, hogy önállóan végezzék a dolgukat.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_3 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy számíthatnak az apukájukra, ha segítségre lenne szükségük.	**DE**	Más gyerekek úgy érzik, nem biztos, hogy számíthatnak az apukájukra, ha segítségre lenne szükségük.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_4 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy gondolják, hogy az apukájuk elég időt tölt velük.	**DE**	Más gyerekek úgy gondolják, hogy az apukájuk nem tölt elég időt velük.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_5 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik nem szívesen beszélnek az apukájukkal arról, hogy mit gondolnak, és mit éreznek.	**DE**	Más gyerekek szívesen osztják meg gondolataikat és érzéseiket az apukájukkal.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_6 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy nem sok mindenben van szükségük az apukájukra.	**DE**	Más gyerekek úgy érzik, sok mindenben van szükségük az apukájukra.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_7 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy gondolják, hogy jó érzés lenne, ha érzelmileg közelebb tudnának kerülni az apukájukhoz.	**DE**	Más gyerekek úgy gondolják, hogy érzelmileg éppen elég közel állnak az apukájukhoz.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_8 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik tartanak attól, hogy az apukájuk nem szereti őket igazán.	**DE**	Más gyerekek teljesen biztosak abban, hogy az apukájuk igazán szereti őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_9 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik úgy érzik, hogy az apukájuk megérti őket.	**DE**	Más gyerekek úgy érzik, hogy az apukájuk nem igazán érti meg őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_11 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik tartanak attól, hogy az apukájuk nem lesz mindig elérhető számukra, ha segítségre szorulnak.	**DE**	Más gyerekek teljesen biztosak abban, hogy az apukájuk mindig elérhető lesz számukra, ha segítségére szorulnak.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_13 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik az apukájuk-hoz fordulnak, ha valami bántja vagy felzaklatja őket.	**DE**	Más gyerekek nem fordulnak az apukájukhoz, ha valami bántja vagy felzaklatja őket.	**Kicsit igaz rám**	**Nagyon igaz rám**
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AP_15 **Nagyon igaz rám**	**Kicsit igaz rám**	Vannak olyan gyerekek, akik jobban érzik magukat, ha az apukájuk a közelben van.	**DE**	Más gyerekek nem érzik magukat jobban, ha az apukájuk a közelben van.	**Kicsit igaz rám**	**Nagyon igaz rám**
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* The items have been constructed and published in English by Kerns et al. (2001).
The Hungarian version is translated and adapted by: Barcsi, B., Hollódy, K., Péley, B., Dorn, K., Kerns, K. A., Rózsa, S., Török, I. A., & Kállai, J. (2017). *Journal of Mental Health & Psychosomatics.*

Biztonság, bizalom és elérhetőség: A Kerns-féle Biztonság Skála pszichometriai jellemzői magyar populációban

BARCSI BEATRIX – HOLLÓDY KATALIN – PÉLEY BERNADETTE – DORN KRISZTINA – KERNS, KATHRYN A. – RÓZSA SÁNDOR – TÖRÖK IMRE A. – KÁLLAI JÁNOS

Háttér: A tanulmány az Egyesült Államokban és Európában egyaránt széles körben elterjedt Kerns-féle Biztonság Skála (KSS) hazai vizsgálatával kapcsolatos tapasztalatokat mutatja be. A kérdőív a gyermek családtagokkal kapcsolatos személyes érzéseit, apjával és anyjával kapcsolatos biztoság élményeit méri fel. *Cél:* Elemezzük a kérdőív faktorstruktúráját, a Gyermekdepresszió Kérdőív segítségével ellenőrizzük a validitását, továbbá hazai populációt vizsgálva leírjuk a skálák jellegzetességeit, valamint ellenőrizzük a KSS klinikai praxisban és az iskolapszichológiai ellátásban való alkalmazhatóságát alsó, felső és középiskolás gyermekeknél. *Módszer:* A vizsgálatban 323 tanuló vett részt (137 fiú és 186 leány, életkor 10–18 év között). A résztvevők a KSS és a Gyermekdepresszió Skálát töltöttek ki. *Eredmények:* A Kerns-féle Biztonság Skála tételei faktoranalízisének eredménye szerint a kérdőív három alskálára bontható: ezek a szülők iránt érzett bizalom, a szülők szükség esetén való elérhetősége és az autonómia kezdeményezések támogatása. Az anyák alskála értékei magasabbak, mint az apáké (Bizalom: $t = 7{,}1$; $p < 0{,}001$; Elérhetőség $t = 8{,}9$; $p < 0{,}001$; Autonómia támogatása $t = 3{,}2$; $p < 0{,}01$). *Következtetés:* Az eredmények a KSS háromfaktoros modelljét támasztják alá, továbbá rámutatnak arra, hogy a kérdőív megbízhatóan használható a klinikai praxisban és az iskolapszichológiai ellátásban egyaránt.

Kulcsszavak: kötődés, autonómia támogatása, depresszió, preadoleszcens, észlelt biztonság